

Cedar Crest College
The Social Welfare Institution
Spring Semester 2009

Course SWK 202 70
Credits 3
Mondays from 4:00PM – 6:20PM

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Course Domain:

This course is intended as an introduction to the American system of social welfare. It is also the first professional course in the social work curriculum primarily focused on providing content on social welfare policy and services.

The historical development of the social welfare institution will be explored, with special emphasis upon the values, attitudes, and ideologies which have and continue to shape social welfare policies and programs. A feminist perspective on social welfare history will also be considered. The contemporary scope of the social welfare institution will also be examined, including an overview of current programs and the impact these programs have had on reducing social problems and on the people they are designed to serve. Poverty, inequality and oppression will be considered as the key social issues that social welfare policies and services are designed to address.

The relationship between social work practice and the current array of social welfare services and programs will be explored throughout the course. The future of social welfare will be considered as well as the elements and potentiality of an American society that can fully meet the living needs of its entire population.

Course Objectives:

Through this course the intent is to assist the student to develop and use critical thinking skills to:

1. Identify the historical and philosophical antecedents of the current patterns of provision of social welfare policies and services in the U.S. that comprise the social welfare institution;
2. Understand the historical development of social work as a profession and the evolution of its philosophy and mission;
3. Understand and analyze the interrelationship of the social, biological, economic, psychological, political, and religious factors which have been and are critical to the formulation of social and economic policies and the relationship of these policies to identified social problems and social research;
4. Identify and analyze the dynamics of the basic social and economic injustices and inequities that result from these policy choices;

5. Be more aware of and sensitive to the human impact of economic deprivation and political oppression on individuals, families, groups and communities.
6. Understand the differential consequences policies, programs and services have for various populations-at-risk, especially those represented in the Lehigh Valley, including women, children, the elderly, African Americans and Hispanics;
7. Understand the current political and economic strategies used to ameliorate economic deprivation, discrimination and oppression as expressed through social welfare policies, services and programs in the U.S. and in other Western nations and how they are formulated;
8. Understand how and why these social welfare policies, services and programs guide and frame professional social work practice;
9. Understand the need for applicable practice interventions such as delivering services to clients within the structure of service delivery systems, policy analysis, formulation and legislative advocacy, and community organizing;
10. As a social worker, begin one's own development of a coherent rationale for the ethical need to be a dedicated advocate for global social and economic justice for all people.

Course Outcomes:

Students will demonstrate a comprehensive understanding of the complex of historical, philosophical, socioeconomic, psychological and social biological roots of the development of the social work profession and of U.S. social welfare policies and services.

Assessment: Students will read *From Poor Law to Welfare State* and *Regulating the Lives of Women*, watch selected videos, and then apply this knowledge by writing an extensive paper tracing the roots of services to women and their dependent children. Students will also write reaction papers to all assigned chapters in *Regulating*.

Students will demonstrate an understanding awareness and sensitivity to the dynamics of social and economic injustices and their human impact, particularly upon those populations at risk in the Lehigh Valley. This includes the student's development of a rationale for the ethical need to be an advocate for social and economic justice.

Assessment: Students will read *The Jungle*, *Amazing Grace* and selected articles and chapters from *American Social Welfare Policy*, and will view selected videos. Students will then write a paper applying the knowledge gained about the history of the dynamics of injustices and their human impact. Students will then research and write a second paper analyzing the current dynamics of injustices and their impact. This second paper will include on site visits to areas associated with economic deprivation in the Lehigh Valley. Students will also write reaction papers to all assigned chapters and articles.

Students will evidence an understanding of the current programs that comprise the social welfare system in the U.S. including their assets, limitations and relevant delivery systems.

Assessment: Students will read selected chapters in *American Social Welfare Policy* and other assigned articles and view selected videos. Students will then complete an exam testing their knowledge of the major U.S. social welfare programs. Students will also write reaction papers to all assigned chapters and articles.

Required Student Texts:

Abramovitz, M. (1999). *Regulating the lives of women*. Revised Edition. Boston, MA: South End Press.

Karger, H.J., & Stoesz, D. (2006). *American social welfare policy*. (5th ed.). New York: Longman.

Kozol, J. (1995). *Amazing grace: The lives of children and the conscience of a nation*. New York: Crown Publishing.

Sinclair, U. (1905). *The jungle*. New York: Signet.

Trattner, W. (1999). *From poor law to welfare state*, (6th ed.). New York: The Free Press.

Supplementary Texts (There will be assigned readings from these books which will be on reserve in the Library):

Gil, D.G. (1998). *Confronting injustice and oppression*. New York, NY: Columbia University Press.

National Association of Social Workers. (2007). *Encyclopedia of social work*. (20th ed.). Silver Spring, MD: NASW.

Pumphrey, R.E. & M.W. (eds.) (1961). *The heritage of American social work*. New York: Columbia University Press.

Rollinson, P.A., & Pardeck, J. (2005), *Homelessness in rural America: Policy and practice*. Haworth Press.

Secombe, K. (2007). *So you think I drive a Cadillac?: Welfare recipients' perspectives on the system and its reform*, (2nd ed.). New York, NY: Allyn & Bacon.

Other Useful Texts:

Schneider, J. (2006). *Social capital and welfare reform: Organizations, congregations, and communities*. New York, NY: Columbia University Press.

Rank, M.R. *One nation, underprivileged: Why American poverty affects us all*.

Iverson, R.R., & A. (2006). *Jobs aren't enough: Toward a new mobility for low-income families*. Philadelphia, PA. Temple University Press.

Venkatesh, S.A. *Off the books: The underground economy of the urban poor*.

International Readings:

Dixon, J. (2001). A global perspective on social security programs for the unemployed. *International Social Work*, 44(4), 405-422.

Dolgoft, R. (1999). What does social welfare produce? *International Social Work*, 42(3), 295-307.

Kamats, S. (2003). N60 phenomenon and political culture in the Third World. *Development*, 46(1), 88-93.

Wronka, J. (1998). *Human rights and social policy in the 21 century: A history of the idea of human rights*. New York: University Press of America

Student Assignments:

Each student is expected to do high quality work in completing the following assignments:

1. To attend classes regularly and to read all assigned readings before class sessions so as to participate meaningfully in class discussions. This will include written synopses of selected readings. Each synopsis will consist of no less than 200 words describing the essential knowledge gained by the student in that reading. Synopses submitted with less than 200 words cannot be revised. Synopses assigned before Spring Break must be submitted no later than the last class meeting before Spring Break in order to receive full credit. All synopses assigned after Spring Break must be submitted no later than the last day the class meets in order to receive full credit. The grade for synopses will be the percentage of the number of synopses assigned compared to the number completed by the student adequately and on time.
2. To write a five-page paper on a student selected social problem. Specific written criteria for this assignment will be presented by the instructor.
3. To read the novel *The Jungle* and then write a five-page paper on it that describes the living/social conditions in that time period and setting as described in the novel. Specific written criteria for this assignment will be presented by the instructor.
4. To engage in a field project with a partner that is designed to help sensitize the student to the circumstances of living associated with low-income families. This will include reading and responding to the Kozol book *Amazing Grace: The Lives of Children and the Conscience of a Nation*. Specific written criteria for this assignment will be presented by the instructor.
5. To prepare for and successfully complete an individual exam based on the student's knowledge of current social welfare programs.
6. To research and write a ten-page paper on the history of the social welfare response to the needs of mothers and their dependent children. Specific written criteria for this assignment will be presented by the instructor

Note: All multi-page assignments must be stapled. All assignments are due on the dates listed in the course schedule. Assignments turned in later than these due dates will be reduced by 1/3 grade for each day late including weekends. The last day in which late assignments may be submitted, including synopses, is the last day the class is scheduled to meet.

CLASSROOM PROTOCOL

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions for non-compliance. Faculty should be aware of setting boundaries and procedures for exceptions to expectation stated in the syllabus.

HONOR PHILOSOPHY

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Grading

Written synopses of readings	25%
Social problem assignment	15%
Paper on <u>The Jungle</u>	10%
Field Project/ <u>Amazing Grace</u>	15%
Social Welfare Program Quiz	15%
Research paper	<u>20%</u>
	100%

Social Work Program Attendance Policy

Social work courses typically meet only fourteen sessions each semester. In the interests of your development as a professional social work practitioner as well as the interests of your future clients, it is vital for you to attend these class sessions. Therefore, the Social Work Program's Attendance Policy is as follows:

- 1) You may miss two class sessions for whatever reasons without penalty.
- 2) If you miss a third class session the highest overall grade you can receive for the course is a "B".
- 3) If you miss a fourth class session the highest overall grade you can receive for the

course is a “C”.

4) Five or more class absences will result in your need to retake the course.

Note: Save your two accepted absences for unforeseen circumstances such as illness, transportation problems, work and child care responsibilities, etc. These will not be acceptable excuses for absence if you have already missed two class sessions. Late arrival to class/early departure, will cumulatively count toward your two accepted absences.

Students representing the college in athletics will be excused from class for games/matches/meets only, not for practices. However, student athletes who are maintaining a less than “C” average in the course will not be excused from class.

In all cases of missed classes, it is the student’s responsibility to do whatever is necessary to compensate for any missed assignments or lecture material.

Course Outline

1. What is social welfare?
 - A. Definitions and concepts of social welfare
 - B. Relationship between social welfare and the other social institutions
 - C. Values dimension of social welfare and core American values
 - D. Conceptions of social welfare, social policy, social programs and social services
 - E. Relationship between social welfare and the social work profession
 - F. Social welfare and Maslow’s hierarchy of human needs
 - G. Overview of the scope and characteristics of social welfare programs today

Reading Assignment: (Asterisk* denotes required synopses)

Karger & Stoesz: C.1, "Social Policy and the American Welfare State"*, C.2 “Social Welfare Policy Research”* and C.3 “Religion and Social Welfare Policy”*
(photocopies on reserve): "Conceptions of Social Welfare" by Wilensky and Libeaux.*
"The Art of Blaming the Victim" by Ryan*

Confronting Injustice and Oppression (on reserve): C.2 “Injustice and Oppression: Origins, Evolution, Dynamics and Consequences”*

Encyclopedia of Social Work: “Social Policy”; “Social Welfare Policy”; “Human Needs”*; “Disparities and Inequality.”

- II. Contemporary social problems - how private problems become public issues
 - A. Defining and analyzing social problems
 - B. Social problems addressed by the social welfare institution
 - C. Differing perspectives on social problems, their causes and remedial approaches- using systems theory and the life model
 - D. Mission and philosophy of social work regarding poverty and discrimination

Reading Assignment:

Relative to the students' choice of social problems

Regulating the Lives of Women: C.1, “A Feminist Perspective on the Welfare State”*
“Major Perspectives on and Assumptions About Social Problems” (handout)

Annual Editions: "Poverty 101: What Liberals and Conservatives Can Learn from Each Other" (#6, p. 46)*

Encyclopedia of Social Work: "Feminist Social Work Practice"; "Homelessness"; "Chronic Illness"; "Community Violence"; "Environment"; "Divorce"; "Hate Crimes"; "HIV/AIDS"; "Juvenile Delinquency"; "Mental Illness"; "Political Ideology and Social Welfare"; "Prostitution"; "Public Health"; "School Violence"; "Sexual Assault"; "Social Problems"*; "Terrorism."

III. The history of social welfare in America

A. Key criteria to consider in reviewing this historical development

1. Values dimension and social climate
2. Political climate and the role of the state in social welfare practices
3. Economic climate and the role of economic expediency in formulating social welfare responses to economic deprivation and oppression

B. Historical period: (B.C.-600 A.D.) Non-literate and ancient societies and early Christianity

Reading Assignment:

Encyclopedia of Social Work: "Social Welfare History"

C. Historical period: Middle Ages (600-1600) The Elizabethan Poor Law Philosophies in England Trattner: C.1

D. Historical period: America (1600-Civil War)

Reading Assignment:

Trattner: C.2, 3 and 4

Regulating the Lives of Women: C.2 "The Colonial Family Ethic"* and C.3 "Women and the Poor Laws in Colonial America"*

E. Historical period: America (Civil War to 1900) with a special emphasis on the child welfare, public health and mental health movements

Reading Assignment:

Trattner: C.5, 6, 7, 8 and 9

Regulating the Lives of Women: C.4 "A Woman's Place is in the Home"* and C.5 "Women and the Nineteenth Century Relief"*

F. Historical period: American (1900-1930) including discussion of the settlement house movement, charity organization societies and the development of the social work profession

Reading Assignment:

Trattner: C.10, 11 and 12

Regulating the Lives of Women: C.6 "Poor Women and Progressivism"*

Encyclopedia of Social Work: "Settlements and Neighborhood Centers"*; "Social Work Education Overview"; "Social Work Practice: History and Evolution"*

Sinclair: *The Jungle* (entire book)

Films/Videos: *The Women of Hull House*

- G. Historical period: America (1930-1970) The New Deal and the War on Poverty/Great Society Programs

Reading Assignments:

Trattner: C.13 and 14

Regulating the Lives of Women: C.7 “The Great Depression and the Social Security Act”* and C.10 “Aid to Families with Dependent Children”*

Encyclopedia of Social Work: “Federal Social Legislation from 1961-1994”

Video: *The Great Depression*”, *Making Sense of the Sixties*

- H. Historical period: American (1970-present) Welfare reform or welfare repeal?

Reading Assignment:

Trattner: C. 15, 16 and 17

Regulating the Lives of Women: C.11 “Restoring the Family Ethic”*

So You Think I Drive a Cadillac?: C.5 “Day to Day Living and Decision-Making”* and C.6 “Living and Surviving Welfare: The Importance of Family, Friends, and Formal Support”*

- IV. Poverty and the disadvantaged in society
- A. Defining and measuring poverty
 - B. Characterizing the poor and differential impact of economic deprivation, discrimination and oppression on various population-at-risk including women, children, the elderly, African Americans, Hispanic Americans and other minorities
 - C. Strategies for remediating poverty and oppression
 - D. Ethical considerations of poverty and oppression

Reading Assignment:

Karger and Stoesz: C.4, “Discrimination and Social Stigma in American Society”*, and C.5, “Poverty in America”*

Kozol: *Amazing Grace*: (entire book)

Annual Editions: “Welfare Reform Legislation Poses Opportunities and Challenges for Rural America” (#18, p. 92)*

Encyclopedia of Social Work: “Employment and Unemployment”; “Poverty”

Films/Videos: *The Burk Family of Georgia*” (rural poverty), *Homeless in Paradise*, *People Like Us: Social Class in America*

- V. Voluntary and private social welfare in the U.S.
- A. Voluntary, corporate and private sectors
 - B. Human service corporations
 - C. Relationship to social, economic and political circumstance
 - D. The role of the social work profession and practice interventions
 - E. Ethical considerations of privatizing human needs

Reading Assignment:

Karger and Stoesz: C.6, “The Voluntary Sector Today”*, C.7, “Privatization and

Human Service Corporations”*

Encyclopedia of Social Work: "Social Work Profession: Overview History"*,
“Managed Care”; “Volunteers”; “Privatization”

VI. Current social welfare programs in the U.S.

- A. Major income security programs
- B. Health policy
- C. Mental health policy
- D. Child welfare policy
- E. Housing policy
- F. Food policy
- G. Employment policy

Reading Assignment:

Karger and Stoesz: C.8, “The Making of Governmental Policy”* , C.9 “Tax Policy and Income Distributions”*, C.10, “Social Insurance Programs”, C.11, “Public Assistance Programs”, C.12, “The American Health Care System”, C.13, “Mental Health and Substance Abuse Policy”, C.14, “Criminal Justice”, C.15, “Child Welfare Policy”, C.16, “Housing Policies”, C.17, “The Politics of Food Policy and Rural Life”

Encyclopedia of Social Work: "Child Welfare Overview: History and Policy Framework"; “Criminal Justice”; “Earned Income Tax Credit”; “Health Care Financing”; “Housing”; “Hunger, Nutrition and Food Programs”; “Medicaid and Medicare”; “Pension and Retirement Programs”; “Supplemental Security Income”; “Temporary Assistance for Needy Families”; “Unemployment Insurance”; “Workers Compensation”

So You Think I Drive a Cadillac?: C.9, “Lessons Learned and Visions of Change”.*

Prepare for social welfare program quiz

Video: *Ending Welfare As We Know It*

VII. The future of social welfare as an American institution

- A. Social and ideological trends affecting social welfare
- B. Economic issues
- C. Future trends
- D. Becoming social work advocates for social and economic injustice and the values and ethics of social change

Reading Assignment:

Karger and Stoesz: C.18, "The American Welfare State in International Perspective"*

Encyclopedia of Social Work: “International Social Work and Social Welfare”

- E. Spiritual politics – the spiritual dimension of social change for human liberation – an integral approach to social work practice

Weekly Class Schedule

January

19 Course overview, Unit I and presentation of criteria for social problem analysis.
Reading Assignment: All readings under Unit I and Unit II.

26 Unit II and Units III A, III B
Reading Assignment: All readings under Unit III A, B & C.

February

2 Units III B, C & D and presentation of criteria for historical research paper.
Reading Assignment: All readings under Unit III D. Start readings under Unit III E.
Video: *The Age of Enlightenment*

9 Units III D & E and presentation of criteria for The Jungle analysis.
Reading Assignment: Complete readings under Unit III E, and start reading The Jungle.
Video: *The Women of Hull House*

16 Units III E. & F.
Reading Assignment: All readings under Unit III F. and complete The Jungle assignment.
Video: *The Great Depression*, Part II, “The Road to Rock Bottom

23 Unit III F. And presentation of criteria for poverty project.
Reading Assignment: All readings under Unit III. G. and begin reading Amazing Grace
Video: *The Great Depression*, Part IV, We Have a Plan
Assignment Due: *The Jungle*

March

2 Unit III G.
Reading Assignment: All readings under Unit III H. and start readings under Unit IV.
Video: *Lyndon Johnson’s Great Society*
Assignment Due: All synopses assigned to date.

9 **Break**

16 Units III G & H
Reading Assignment: Continue with readings under Unit IV.
Video: *Making Sense of the Sixties*, Part IV, “In a Dark Time”

23 Unit IV
Reading Assignment: Complete readings under Unit IV
Video: *People Like Us: Social Class in America*
Assignment Due: Historical research paper

30 Unit IV
Reading Assignment: Start readings under Unit V
Video: *The Burks of Georgia*

April

- 6 Unit IV and presentation of welfare programs to be studied for quiz
Reading Assignment: Complete readings under Unit V and start preparing for welfare program quiz
Video: *Homeless in Paradise*
Assignment Due: Poverty project assignment

13 Break

- 20 Unit V
Reading Assignment: All readings under Unit VI as preparation for social welfare program quiz
Video: *Ending Welfare As We Know It*

- 27 Unit VI - Social welfare program quiz
Reading Assignment: All readings under Unit VII

May

- 4 Unit VII
Assignment Due: Any late papers not as yet submitted.